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November, 1960

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Cover

Miss Barbara Corr, first grade teacher at Madison Vista School in Phoenix, who will be featured in the November 25 premiere of AEA's television series on KOOL-TV in Phoenix and KOLD-TV in Tucson.

Back Cover

In preparation for AEA's first TV show, scenes of Miss Corr and her firstgraders at work are filmed by Cinematographer Nancy Witt and Director Joel Benedict of Arizona State University's Audio-Visual Center.

Photos by Bob Towers

STATEMENT OF POLICY: As the official publication of the Arizona Education Association, the Arizona Teacher is dedicated to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and America. The Editorial Board of the Arizona Teacher encourages reader contributions reserving, however, the right of editing or rejecting. Viewpoints expressed by authors are their own and not necessarily those of the Association.

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Whe spensors this project? Career Reports is sponsored by the Department of the Army, with cooperation from the American Personnel and Guidance Association, and other recognized vocational authorities.

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Editorially Speaking

The Magic Ingredient

This year, we are embarked on a campaign to strengthen the teaching profession nationally. Our aim is "A Million or More by '64" — meaning, of course, a million or more teachers who are members of their united professional organization: local, state, and the National Education Association.

Our profession is on the threshold of remarkable advances, much more remarkable than those of the past ten years. We can foresee these advances in instructional standards, equipment, and methods; in our status, salary, and working conditions; in the financing and public support of education.

Our Strength in "Unity"

The achievement of these new gains will depend upon the unity and vigor of our professional associations. We must maintain our strong, active local and state memberships, and in particular we must work together to build the strength of our national voice, the NEA.

NEA is our voice in the national Congress, in the radio and television networks, in the national magazines and wire services. Through NEA we maintain close relationships with other influential national organizations. We unite with our fellow teachers of the nation, working for better support of schools everywhere.

Last year, there were 714,000 members of NEA — the largest professional association in the world. We need at least a million members in the drive for a true breakthrough to higher status for education. The Arizona Education Association be-

lieves the achievement of this goal of a million united members is vitally important, and has set state goals to help us do our share in reaching the total. You will see reports of our progress during the year.

The Profession Needs "YOU"

An essential element, a magic ingredient, in the success of this drive is your active support. Your membership makes possible the dynamic program of NEA, state, and local. Your encouragement of your fellow teachers, urging their active participation in the united profession, can mean the difference in achieving our goal.

As a member, you will be able to take personal pride in the accomplishments of your organization. For you will be supplying the magic ingredient as we move forward confidently to "A Million or More by '64."

WHAT IS A QUALITY TEACHER?

The immediate past president of the National Education Association recently defined three basic attributes of the "quality teacher." Said W. W. Eshelman, a teacher himself, member of a teaching family, and one who is closely associated with teachers in his present post as a Pennsylvania superintendent of schools:

- a teacher has to be something.
- a teacher has to know something.
- a teacher has to be able to impart something.



Editorial Comment from

The Arizona Teacher Vol. I, No. 5 – June, 1914

Until a maximum is reached, if a teacher is worth keeping, she deserves a raise in salary annually.

Do you want better teachers? Raise salaries; but don't raise the salary of one teacher at the expense of another.

A school that does not teach pupils manners and morals is contributing toward the six billion dollars spent annually on criminals.

This is the time of the year when schoolmasters are craning their necks enviously toward the more remunerative jobs in their locality. School boards are jockeying with the teachers over salaries. Teachers are corresponding with agencies. The great mission of the teacher is forgotten. Selfishness is rampant. The morality of the school and the teacher suffers.

A school that closes its doors at 3 o'clock is keeping bankers' hours and it ought not. The new school house will keep open as late as the pool rooms, the saloons and the dance halls, and as soon as it does, the other places will go out of business.

We have already made two blades of grass grow where there was formerly one. Now there is a call for a school board that would pay all teachers on a basis of fairness. This can only be accomplished where boards have adopted a salary schedule.



Dr. McGill

Song
In
The

By Ida Belle McGill

High Morale! Zest for Living! Confidence that one can do something that needs doing well enough so that the work has some value and significance! Suppose that someone ascribed these particular qualities to a teacher! There are such teachers and there should be many more.

These are the characteristics of good mental health. They may be affected somewhat, toned up or down, by the situation in which one finds himself, but primarily they are personal achievements. They have more effect on the situation than the situation has on them.

Consider the world in which we live, including the teaching profession. Everyone should have a healthy concern for the difficulties that we face. Frequently one sees such words as "Our Age of Anxiety, of Automation, of Atomic Energy." But turn back the clock! Pick up any good History of Civilization, and check at one-hundred-year intervals to see what is or was happening to our Ship of State or to the Wider World. Line the centuries up, 1960, 1860, 1760, 1660, 1560! Enough. Most of us are ready to continue our present existence, to accept the hazards of today rather than those with which our forefathers struggled. Civilization is still with us even though it seems always to have been just on the verge, or tottering on the brink of something or other!

The Role Of Challenge

Remember the time when you or someone you knew had to grow, had to "increase in wisdom and stature and favor with God and man" because life challenged the acceptance of responsibility. The challenge may have been to find answers, to solve problems, to be or to become more adequate, more mature. Often challenge wears the mask of failure. We feel inadequate, impoverished, unappreciated, and these negative feelings goad us forward, motivate growth and a new, though sometimes ephemeral, sense of adequacy.

Imagine, for example, the first, second, and third reactions of those Arizona teachers who, on the first day of the first week of the school year were confronted with the devastation wrought by fire. Buildings and books, musical instruments and machines, the tools, the tangible things with which we fortify ourselves in order to teach — these were destroyed. Without them, any

teacher would be severely handicapped. The attitudes toward, the reactions to catastrophe may be either negative or positive. Man may tell himself that he can do nothing, or that he can do something. Down through the ages, man has patiently, persistently rebuilt his world. The mind and spirit can triumph over material loss. Often it is under circumstances that seem most discouraging that man feels the up-surge of new hope. As one does battle for a way of life, morale may well be high. A new appreciation of the opportunity to teach, to learn, may give new impetus to the teaching-learning process. A year of crisis may be the one in which all the dimensions of education - height, breadth, and depth gain new significance and value.

Problems To Be Solved

It is not so much the existence of problems as it is the way that we see them in relation to ourselves that affects our morale. One of the best high school principals that I have ever known used to start the school year by saying something like this: "There are a lot of things right with this school; things that cause me and I hope you to want to be here. However, there are still some problems that need to be solved. The total power of the members of the faculty to define and solve problems is far greater than that of any administrator. Each year we solve some problems. We want to solve problems, though some solutions cost more money than the budget provides. Other solutions to existing problems may create a whole flock of new problems. Now being realistic is not the same as pessimistic. This is what I want you to do. When you confront a problem, define it. Write down clearly and concisely what the problem is. Then put down the steps that you think could and should be taken in order to solve it. Hand this to me, and when I'm in a favorable mood, I'll read it. If it seems at all practical or possible to carry out the suggestions, I'll let you present them to the faculty. With cooperative endeavor, we can solve most of our problems."

He meant exactly what he said. Before long, many of us had defined and helped to solve some existing problem. The accent was positive. Something could be done. The facelifting process was both situational and personal. Our morale was high!

Teacher Aspiration and Individual Differences

It is characteristic of beginnings and, I think, desirable, that they release in us a new surge of hope and faith. We tell ourselves and sometimes other people that this year, this semester, this day we are going to teach all the things that to us seem important to each and every student! We are going to do more and do it better. Truly we are! And then we encounter the obstacles!

An English teacher, Florence B. Freedman, once took a handful of words and fashioned for us a picture of *Ruth*:

I see Ruth grown up — Apple cheeks flushed, eyes glowing,

Tapping her tiny heels from shiny sink

To oven redolent of spices; Plump hands nimble at buttoning, And prodigal of slaps . . .

Now she sits and chews her pencil, Wondering at Lady Macbeth.

Consider all the Ruths who seem indifferent or perhaps just immune to the beautiful, exciting, significantly important things that we would so gladly teach. There sits Ruth chewing her pencil! So far as we can tell, our world of the imagination attracts her not. Her world — the one of which she dreams, the one in which she will most likely live — will have four walls, and a fence to keep the children safe. The song most often in her heart will probably be a lullaby.

We examine our aspirations and consider the possibilties, the probabilities. Perhaps we sit a little while with Ruth and make the necessary compromise between that which we want to teach and that which Ruth is able or willing to grasp.

Sometimes we ask ourselves the value of the difference of that which we do, or do not teach; of that which students do or do not learn, and sometimes the answer, to say the least, is thought provoking. Quite possible it is that some lessons students learn directly from their teachers are more important than those learned from the textbook.

Pearl Buck, in "The Lesson," tells the story of Ru-lan, a Chinese girl who attended a mission school, but appeared too stupid to learn the things her teachers emphasized. When Ru-lan was leaving the school her teacher said: "Try to remember some of the things you have been taught . . . about keeping things clean, and how dangerous flies and mosquitoes are, especially to little children . . . and bow little children should not be given cucumbers and green melons to eat . . . You must try to remember . . . Do not let vourself be like all the others who have never been to Mission School . . .

But all these things Ru-lan forgot! What she remembered was the loving relationships, the kindness and consideration, and a new way of thinking and feeling, of loving and living – these were the lessons that she learned, and they enriched her life and the lives of all those with whom she came in contact.

Perhaps the value of the difference of living one's life in a wide and complex rather than a small and simple world is directly related to the capacity of the individual for abstract thinking as compared with concrete learning. The teacher who facilitates successful living in terms of the student's own potential can well look with satisfaction on that achievement. Great expectations need periodically to be checked against reality. The achievement of high morale must have its roots is what is, though it may be nourished by the dream of what may be. Much is accomplished when we succeed in building a bridge between the ideal and the real, for

then the teacher may cross to the student, may reach him where and as he is; and sometimes the student may cross to the teacher.

Zest For Life

Self pity is a heavy load that contributes much to mankind's weariness. Feeling sorry for oneself is as likely to happen to the well-endowed as to the one with average or even less than average ability. Self-pity is the antithesis of zest for life. Their co-existence is impossible. It is easy to slip or slide into self-pity. Zest for living as a way of life can be maintained only at the cost of eternal vigilance. He who would have it must pay for it. Often he learns to see himself as equipped with an inexhaustible supply of energy, but valuable only when used. Rebecca West aptly describes two different ways of looking at resources: "The cistern contains; the fountain overflows." The first suggests the conservation of limited supply; the latter, resources that seem to spring up from some inexhaustible source, but that are always valued in terms of the use made of them.

The feeling of adequacy, of having sufficient energy, ability, faith, courage - to meet the known and unknown demands upon us is epitomized in these words. "I have seen yesterday; I am not afraid of tomorrow, and I love today!" An old cleaning-woman whose cheerfulness was contagious gave us her recipe for successful living: "Life ain't all you want, but it's all you got, so stick a daisy in your hat and be happy." There it is! A plain and simple concept of achieved happiness! The ability to get oneself on the job each day with a sense that work is worth doing, that life is worth living! The excitement of expectancy, the awareness of the unfolding of human drama, the high adventure of guiding human development - these should give plus values to a teacher's life.

Perhaps zest for teaching is, at least in part, related to the half-sad, half-glad awareness of the on-going quality of a life that can only be lived present tense. The knowledge that change is ever present and inevitable; that those things we label good or bad will change and pass; this may motivate teachers to make maximum use of time as we receive it, minute by minute. This willingness to live life, to experience those things that give height and depth and breadth to it, is a source of renewed vitality.

The on-going rhythms of life expansion, contraction, expansion; the cyclical change of an ordered universe where perdition is possible; these things that come and go and again return give stability, not monotony, to our life and work. One thinks of Housman viewing cherry trees in bloom, or perhaps Longfellow's comment on spring, "If spring came but once in a century. instead of once a year, or burst forth with the sound of an earthquake, and not in silence, what wonder and expectation would be in all our hearts to behold the miraculous change."

Zest for life is related to sensitivity, and this must include the awareness of the whole of life, the pain and the pleasure, the arrival and the departure, the anticipation, the experience, and the memory. Bonaro W. Overstreet puts it this way:

All who love New England love wild asters.

To love them not would be a heresy

Against the faith that Winter is a time,

And not forever.

Asters are the smoke of each year's burning. Give them your love before the embers fall.

Those who keep their zest for life guard against the difficult days by storing in the mind rich vibrant memories of triumphant life. They know first hand the solstice of winter and of summer. While sensitively aware of present beauty, they have learned to hold it lightly, expecting change. Their life is a dynamic inter-relationship of all the yesterdays and imagined tomorrows

as they give significance to today.

Self-Confidence

The changing world, the changing pattern of our lives, for many beget fear. Fear of change, of failure, criticism, rejection; fear of personal incapacity or inadequacy — these dog the footsteps of mankind. Fear is no stranger. Some even make of him a friend — a sort of alter-ego that prevents one taking unnecessary risks.

But if above all else, one puts personal security; if one lets it become his goal, his end-in-life, he will not have the confidence and courage necessary for those who teach. A teacher must act, and rarely if ever, can there be a guarantee that this action will meet with complete success. One acts, evaluates, revises, and again acts. Confidence comes, and sometimes goes, as we evaluate the results of experience. It lasts longer, if for ourselves and others, we learn to allow a margin for error. The confidence that one can probably do something that needs doing should motivate action. One learns, or should learn, by doing. Reality testing usually affords a fine foundation on which to build increased confidence.

Emotional Maturity

The need is great for teachers who are emotionally mature. A definition of maturity indicates what people would be like if they achieved full emotional development. A teacher should have the ability to dispense with most ego-defense behavior. He should be able to go about his work without arms and without armor. He needs the ability to differentiate between sympathy and empathy. The first is largely a subjective, intuitive understanding based on identification with the student. One knows how the student feels! Empathy is a developed professional objectivity. One understands how the student feels, but this does not cause him to lose his own identity. Usually the teacher can help best when he has learned to discipline his own emotions, thus freeing his intelligence for problem-solving.

A wise serenity on the part of the teacher is most valuable in establishing an atmosphere conducive to teaching and to learning. Complete serenity, or maturity seems always to elude us. Every teacher, every adult, has some awareness of areas where he is emotionally vulnerable. Some of his emotional responses may resemble more closely than he cares to admit those of his students. One learns to guard oneself against those experiences where he feels inadequate, where he fears that he will be hurt. Ideally, he should develop the necessary skills and reenter the arena. Emotions may make cowards, and sometimes slaves of all of us.

Leon Saul, in his book, Emotional Maturity, declares that there is an infantile core that remains in each of us. He calls it the psychological atom. When we learn how and have the courage and the patience to split this atom, Paul believes that the power released will be far greater than that derived from splitting the other atom. This psychological power in the form of creative, constructive, cooperative human energy will, if used correctly, enable man to achieve self-actualization in a social world. Suppose a teacher, in part at least, could achieve this for himself, and pass on the ability to his students. Even if one experienced only a tiny portion of success in the attempt to develop truly mature people, this could be the leaven that would change the world.

The Summing Up

High morale! Zest for Living! Confidence that one can do something that needs doing well enough so that one's work has some value, some significance! All these we need, and one thing more. We must have participants in what Saul calls the Research Magnificent. For ourselves and for our students we must seek a way to release the creative, cooperative, constructive energy within every human being. If this is done, perhaps then the song of abundant life will waken the heart of every man.

A Charge to Keep

By Clarice Kline, President NEA, 1960-61



Outgoing President W. W. Eshelman turns gavel over to Clarice Kline at close of the 98th annual convention of the National Education Association, Los Angeles.

Assuming the presidency of the NEA is a wonderfully exciting and frightening step to take. The opportunities that lie before me "to elevate the character and advance the interests of the profession of teaching and promote the cause of education" open challenging vistas of service. But the immensity of representing you and all that is good and worthwhile in our profession is a sobering responsibility. This is a personal charge I must keep.

You are aware, of course, that NEA membership stands at an all-time high of 714,000 with over 7,000 affiliated state and local associations. Your earnestness and zeal for all that affects public education can mobilize a strength that will be felt and heard across our land. To make this strength effective, positive, and directed to the continuing improvement of education is a part of your charge to keep.

The story is told of a piccolo player who in a moment of braggadocio and slight inebriation made a wager that he could play Beethoven's entire Fifth Symphony on the piccolo alone! When sober moments came he had to confess to the impossibility of his task — a symphony

was never written as a solo - it was the blending together of all the instruments that produced the great melody with its beautiful overtones. Likewise with the NEA - it is the uniting of all our efforts that will produce the finest results. Neither your elected officers nor any department, commission, or committee is sufficient unto itself. True that problems do arise which we must face and discuss openly and freely but once decisions are reached, we take our action together. The maintenance of this kind of unity so essential to progress is also a part of our charge.

Horace Mann once said that our founding fathers recognized two great obligations - one to their God, the other to posterity. To discharge their obligation to God they built their churches and to fulfill their duty to posterity, they opened the door of the American public school. This great American tradition deepens within each of us the conviction that strong free schools adequately financed can help America remain strong and free. It should be equally obvious that the American way of life we prize so highly is firmly rooted in the American public school.

Yet in the light of our times comes a growing realization that this dream of universal public education is at stake. Then, too, the long look ahead as we visualize the new horizons being spelled out for our profession challenges us to reevaluate our professional concepts. To keep faith with our tradition and to move ahead into the land of tomorrow as a people with heads held high and minds kept free — this is a charge that we dare not refuse!

So, as you may have guessed by now — this is the theme I have selected for 1960-61 — A Charge To Keep. I hope it will capture your imagination and stir all of us to creative action as we consider its implications.

It is the overtones that one catches which give richness and depth to a symphony no piccolo player can perform alone. It is the overtones in our association that reveal its very spirit. These are the overtones I hear - a deep desire to serve; a rising tide of faith and pride in our profession; a strong commitment to the cause of public education; the clarity of a national voice that speaks out for improved teacher welfare; the steady note of determination to move our profession ahead. This is a symphony of hearts and minds that blend together in a mighty concert for a common cause because America and its teachers have A Charge To Keep.

EDITOR'S NOTE: Dr. Kline will visit Arizona in November. She will be in Yuma on the 15th, Tucson on the 16th, and Safford the 17th.

Teachers

On

TV

By Joe Stocker

At 8:30 p.m., Monday, November 28, a title will flash on the television screens of viewers tuned to Channel 10 in Phoenix and Channel 13 in Tucson:

The Arizona Education Association

and

The Arizona Television Network

KOOL-TV KOLD-TV

Present

"Let's Talk About Our Schools"

At the same time the words will be read by an announcer, and then followed with: "Tonight — 'Profile of a Teacher'."

Thus will AEA embark on one of the most ambitious public relations ventures in its history. It's a series of half-hour TV shows produced every third Monday evening throughout the school year on KOOL-TV in Phoenix and "piped" over the cable for simultaneous showing on KOLD-TV in Tucson.

The time has been given without cost by Tom Chauncey, president and general manager of the two stations, which comprise the Arizona Television Network. Not only did Mr. Chauncey make free time available to the AEA and its members,

but he stipulated that it should be "prime" week-night time when maximum audiences are tuned in. Such time is worth considerable money to large network stations like KOOL and KOLD.

Our show alternates with the popular CBS news-interview show, "Face the Nation." That program will occupy the 8:30-9:00 p.m. "time slot" two Mondays in a row and then the AEA show will take over on the third Monday.

Mr. Chauncey, who has been a steadfast friend of public education and of teachers in particular, left AEA free to make use of the time as it sees fit.

The first show, "Profile of a Teacher," will be a combination film-and-live production featuring a young and talented first-grade teacher and depicting a typical day in her classroom. The program will be aimed at presenting a positive and attractive picture of a teacher at work and — by inference, as it were — of teachers in general.

The "star" of the show will be Barbara Corr of Madison Vista School in Phoenix Madison District. Miss Corr, a blond and sparkling 24-yearold graduate of the University of Arizona at Tucson, is in her third year of teaching at Madison Vista and is president of the school's Classroom Teachers Association. She hails from Tucson.

The first 10 minutes or so of the show will be a filmed portrayal of Miss Corr at work in her classroom, guiding her children through sessions of reading, writing, arithmetic and all the rest. The film was made expressly for the program by the Audio-Visual Center of Arizona State University at Tempe, with Dr.

Joe Stocker, AEA Public Relations Assistant



Joel Benedict as director and Miss Nancy Witt as cinematographer.

The balance of the program will be a live studio interview of Miss Carr by Dr. Roy Doyle, principal of the campus laboratory school of ASU's college of education and vice-president of AEA.

How does a state association go about choosing some particular teacher, from among thousands, to play the starring role in the kickoff production of a major TV series and thus, in a sense, "symbolize" all teachers?

We went about it by turning first to Madison District and its superintendent, Lee Johnson. We turned to Madison partly because its size and diversity offered hope of finding a teacher especially suitable to our needs and partly because of Madison's cultivated instinct for good public relations.

Our search quickly led us to Madison Vista School, its principal, Mrs. Jean Paulyne Soule, and finally to Room 14, where Barbara Corr holds forth with her first-graders. She was an obvious choice and only partly because of her photogenic qualities and her ability as a teacher. For, besides those two attributes, Miss Corr was no stranger to television. Last summer, while she was visiting in New York, a talent scout for the ABC quiz show, "Music Bingo," spotted her in Bloomingdale's department store and invited her to appear on the show. She did. In fact, she appeared on two weeks of successive shows and came home with \$750 in prize winnings.

Then, too, the story of how Barbara Corr came into teaching held out the prospect of "good copy" for TV.

She was born in Brooklyn and grew up in New Jersey, where her father was deputy superintendent of banks. In 1953 she and her family moved to Tucson for her father's health. Barbara completed high school there and enrolled at the university. But when she was a sophomore, her father died.

It looked as though she would have to drop out of school for lack of money. Then something wholly unexpected happened. Barbara was called one day to the office of the dean of women. There she was informed that an unnamed benefactor had just written a check to cover all of her expenses for the balance of her college education — even including her sorority!

Barbara wasn't told then, nor has she ever found out, who her benefactor was. He — or it may have been "she," for all that Barbara knows — "didn't want me to feel obligated."

Anyway, it was this intriguing incident that sent Barbara into teaching. She had been majoring in English, thinking to write children's stories. But now she decided to take up a professional career that offered a greater chance of economic stability. So teaching it would be.

Barbara graduated in the spring of 1958, and that fall she took up her new position as a first-grade teacher at Madison Vista School in Phoenix.

Why does she prefer the first grade?

"When you work with children of that age," she says, "you have a first-hand opportunity to help form their ideas and get them started right on their school careers. And you're never bored with small children. There's something new every day. Six-year-olds are so unpredictable."

This, then, will be the first of AEA's 1960-61 KOOL-KOLD television series — "Profile of a Teacher."

As for the balance of the "Let's Talk About Our Schools" series: Plans are being made for programs which will point up some of the achievements of Arizona's schools and teachers, some of their problems and certain of the more significant issues confronting education in our state. It is contemplated that AEA members from various sections of the state will be invited to take part in the programs as the series develops. The AEA Newsletter will carry advance details of each program so that members can be alerted and tune in.

Among Our Neighbors

By Joseph N. Smelser Chairman, AEA Editorial Board

For the past two months we have been snooping about, gumshoed and ear-cupped, unashamed. Our object has been to gather a few off-hand, but significant observations which teachers (in Arizona and elsewhere) make relative to the stubborn battle that is being waged between teachers and students, which we call education; the battleground of which is marked by so few glittering successes, so many retreats, and so many evidences of attrition.

Our over-all feeling about this battle is that we make some gains on the short front and lose or barely hold on the long front. Why? We feel that the answer lies in a crystal ball to which no one seems to have access.

So the anonymous observations which follow seem, at least to us, to be quick but bright flashes of light on a starless night.

Statement No. 1: "Most of my students seem to look upon education as training which should equip the student with the knowledge and techniques necessary to take advantage of the unwary." The person who made this observation called this "Social Darwinism." In other words he meant a "let-the-customer-beware" philosophy. I am sure the teacher who said this would agree that this would differ according to the nature of subject matter presented in the various areas of learning.

Statement No. 2: "About ninetenths of my students believe that the first, and perhaps only, aim of education is to train students to make a living." The teacher who made this statement added that, in his opinion, the only defensible purpose of education is to "civilize people." By "civilizing" people he meant, I suspect, the use of the

kinds of subject matter and ways of teaching which train young people how to live. Let us say that by "civilizing" he meant further: emphasis upon man's history and nature as an individual and as a member of society; the cause of things; the arts and values; the mastery of the ways of communicating; national and world citizenship.

This teacher added that he felt that if people are going to dedicate themselves to the alimentary canal, first and last, they may as well go down to the lush meadows on hands and feet with the rest of the cows.

Statement No. 3: "Many students believe that if learning does not have a bald and utilitarian objective it is fluff-fluff and a waste of time. I upbraided one of my students yesterday because of his poor English. He looked at me with a touch of arrogant pity and said, Well, you knowed what I was writing about, didn't you? What else is there?' He felt very sorry for me. When a teacher is tired of this sort of thing. frustration takes a great deal of the love of teaching out of him." Well! This is a sequel of statement No. 2. Is excellence for the sake of excellence a beggar in our society? Should it be so? Does mass production try to avoid it? What does this have to do with the boy with poor English? Is moral attitude involved? Is morality a beggar, too? We are told that we ought to teach morals. How? Are success and solvency our commanding goals? Is everything, when boiled down to the final residue, conditioned by what we hold most dear? If so, having is winning a fatal battle over being.

What are we to make of this kind of thinking? If the truth is involved in it, what are we to do about it?

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NEA Photo

Miss Sarah Pasma, Juneau, Alaska, former President of Alaska's Future Teachers. Sarah was NEA's "symbol of the future" during the dedication activities of the NEA Headquarters Building.

Your Student Teacher — Burden or Blessing

By Dr. Garth K. Blake Associate Professor of Education and Director of Internships Florida State University, Tallahassee Working with prospective teachers is a distinct stimulation to professional growth.

One of the most notable and encouraging trends in teacher education is the increasing awareness and acceptance by greater numbers of public school administrators and teachers of their individual professional responsibility for cooperating in planning, providing, and evaluating practical experience for interns or student teachers. The values of the internship, or student teaching. experience, which has come to be recognized as the most important phase of professional preparation for teaching, are not limited to those which accrue to the prospective teachers. There are many distinct values which come to the public schools and the individual members of the school systems who participate in the program. Such participation is a distinct stimulation to professional growth.

The selection of a teacher to serve as a directing, cooperating, or critic teacher (the first of these terms will be used hereafter in this article) for a student teacher is an indication that this person is recognized by the school administration as a superior teacher. This designation alone is a professional stimulant. Aware of the new responsibility he has accepted, the level of the performance of the directing teacher will rise as he measures up to what is expected of him as a master teacher. He will begin to re-evaluate his own professional competence even before the arrival of the student teacher.

In the process of thinking through and planning for the student teacher's program and in planning and working with the student teacher, the directing teacher will of necessity give more than usual attention to his own program of instruction and classroom procedures, looking at them with more critical eyes, since much of what he does may be adopted by the beginning teacher. The presence of a young person, eagerly

seeking the most direct route to becoming an efficient teacher, requires that the directing teacher be at his very best.

New Idea: Gained

Teachers who have worked with student teachers report that they have gained new ideas and methods of approach from the young people in dealing with subject content as well as in matters of classroom procedures. The presence of student teachers further enhances and enriches the work of the regular classroom teachers, since two teachers in a classroom can more effectively work with individual pupils and with special problems.

Student teachers are helpful in assisting with many of the time-consuming routine tasks that teachers are called upon to perform. In carrying out these routine duties, the student teachers are receiving practical lessons in their preparation for teaching. As they are able to assume more responsibility for their directing teachers' classes, opportunities will come for the directing teachers to be released from the regular class schedules to participate in school, county, and state meetings. This is not an exploitation of the student teachers, for their programs should include some full-time teaching in the absence of directing teachers. Directing teachers have reported that student teachers, in these and other ways, save them as much or more time than they require in extra effort and thus they "carry their own weight." Perhaps the most valuable contribution made by the student teachers directly to the pupils and teachers with whom they work is their contagious enthusiasm for teaching.

Administrators and supervisors look upon the student-teaching program as a vital phase of the local school's inservice teacher-education program. One school principal expressed this opinion by saying, "We want student teachers in our school; they're good for us." All members of a school faculty, though not work-

ing directly with the student teachers, know that their classroom teaching and the manner in which they accept and perform their full scope of professional responsibilities will come under the close scrutiny of the alert young teachers-to-be. Hence, improvement in the quality of classroom instruction and a more competent discharge of all professional duties by the total staff—desired results of inservice education—are brought about.

Another important phase of every school's inservice program is the orientation of new teachers. Directing



Alert Young Teacher To Be

teachers, principals, and supervisors have reported that by working closely with student teachers their insight into the many and varied problems of beginning teachers has been markedly sharpened. Consequently, they are better able to serve effectively in working with new teachers in their schools. A goodly number of student teachers are later employed in the school systems in which they served and therefore have already received a thorough orientation to the system before becoming full-time, responsible members of the staff.

The student-teaching program affords a splendid opportunity for school administrators to observe personally the full scope of the work of student teachers as prospective teachers for their schools. There are ample opportunities during the student teaching period for principals

to learn how the student teachers accept and perform duties in relation to the varied functions of the teacher's position including classroom proficiency.

Such matters as acceptance of extra-teaching assignments, cooperation with faculty members, and working with pupils and parents in the many phases of the total school program may be closely observed. At the same time student teachers are given a chance to decide, on the basis of first-hand experience, if they wish to teach in the school system. The opportunities for selective recruitment and screening of new teachers, therefore, are important contributions of the internship program to the public schools.

Finally, a valuable outgrowth of the participation of the public schools in the student teaching program is the opportunity that comes for public school personnel and those in the colleges and universities, who are responsible for teacher-education programs, to work together as professional partners in the preparation of teachers for the public schools. Relationships are established and strengthened through conferences with directing teachers and university coordinators of student teaching. By participation in workshops and special classes for directing teachers and supervisory personnel, opportunities are afforded for exchange of ideas concerning the kind of preparation and experiences that teachers ought to have.

Through the student-teaching program, therefore, teachers and school administrators, accepting and discharging important obligations to the profession, play vital roles in the preparation of future members of the teaching profession.

Appraisal By Children

The fifth-grade teacher, who always had her picture taken with her class, noticed a pupil looking through the pictures. "Are you looking for a friend?" she asked. "No," he replied, "I'm trying to see which of your classes aged you the most."—From Dixie Roto Magazine.

Dr. Roy P. Doyle

Recent developments clearly demonstrate that teaching is coming of age as a profession. Teachers are no longer content with efforts to talk themselves into full professional status. The preliminary report of the National Commission on Teacher Education and Professional Standards New Horizons Project charts a difficult course in self-discipline and hard work. This course of action involves greater professional autonomy in the development and enforcement of higher standard of selection, preparation, and practice in teaching. The quality of service provided by a profession is determined primarily by the effectiveness of its individual practitioners. For this reason our profession must throw its greatest effort into the search for better ways to evaluate and upgrade the classroom performance of teachers.

A Businesslike Approach

 Merit rating, the practice of determining teachers' salaries on the basis of ratings of their professional merit, is proposed by many laymen as a businesslike approach to the problem. It is an interesting paradox, however, that merit rating plans

Upgrading Professional Competence

Is Merit Rating the Answer?

Roy P. Doyle, Vice President, Arizona Education Association

are more easily supported by academic argument than by the businesslike procedure of examining actual practice to see if they usually produce the desired results. A study of the history of such plans which were actually adopted reveals that they usually fall into disuse.

A businessman would hardly be expected to invest in a venture with such a history unless he had identified the principal causes of previous failures and determined a means of eliminating or greatly reducing their effects.

A Search For Cause

At first glance it appears that merit rating plans most frequently fail because teachers are unwilling to accept them. This, however, may be a confusion of symptom and cause. Let's look at some of the objections voiced by Arizona teachers actually experiencing merit rating. They might shed some light on the underlying cause of dissatisfaction.

The AEA-TEPS Commission identified the school districts in Arizona which practice merit rating. In the early spring of 1960 it surveyed the teachers in these schools, asking simply whether they were satisfied with their merit rating system. They were also invited to give their reasons for feeling as they did. Those expressing dissatisfaction outnumbered

by five to one those indicating satisfaction. Their reasons indicate they have little quarrel with the idea that teachers who excel should receive additional reward. The large majority of the reasons for dissatisfaction centered around the failure of the procedure to identify and accurately measure true professional merit. Most of the remaining objections had to do with adverse effects which the procedure produced.

The merit rating programs to which the teachers were reacting were in their first year of full operation. Any prediction of their ultimate success or failure would be premature. It seems clear, however, that in their initial operation these programs failed to demonstrate the validity necessary to earn the confidence and support of teachers.

The Need For Accuracy

Teachers accept almost universally the principle of differential pay. Through our national professional organization, the NEA, we recommend a maximum salary for the more experienced, highly-trained teacher which is approximately twice the recommended figure for the beginning teacher. The general position of the teaching profession is that in judging the merit of teachers for the purpose of determining their salaries, only the most objective and accurate standards are acceptable. Until methods can be devised which measure teaching success with sufficient validity for the purpose, only

^{*}Davis, Hazel, "Merit Rating," reprinted by the AEA, available free upon request.

two factors are recommended for consideration in the determination of teachers' salaries. These are professional preparation and length of teaching experience. Though neither of these is as central to the appraisal of teaching competence as evidence of the teacher's classroom behavior, both can be defined in terms universally acceptable to teachers and measured accurately. This point of view of the teaching profession toward the determination of salaries must not be confused with its attitude toward teacher evaluation and the upgrading of professional competence.

Some are quick to infer that the tradition of academic rank accepted in higher education demonstrates that college professors do not share the attitudes of elementary and high school teachers in this matter of ratings. A closer look, however, reveals that promotion in rank is most commonly determined on the basis of evidence of success in non-teaching activities. This includes research conducted, books and articles published, papers read before scholarly groups, and other accomplishments more amenable to measurement than the professor's classroom behavior.

One can only speculate as to why teachers are so sensitive about the accuracy of ratings which purport to indicate their professional merit. Possibly it is because they identify themselves with their work to the extent that they cannot readily differentiate between their worth as teachers and their general worth as human beings. When one's professional competency is written in the lives of children, the recognition of professional shortcomings not only lowers one's self-esteem but arouses feelings of guilt as well. Under these circumstances the mind does not yield readily to negative evidence which cannot lay claim to high validity. This is particularly true when the procedure for presenting the evidence is mechanical and rigid in nafure

An Apple For The Teacher

Whatever the reasons, there is abundant evidence that the process

of evaluating teachers must function in an extremely sensitive area of human relationships. It is one requiring either great precision of measurement or the skillful application of techniques which recognize and take into account the probability of error. Merit rating, lacking the flexibility of other approaches, apparently creates a climate which allows little tolerance for error.

A cartoon which appeared in a Phoenix paper some months ago might serve to illustrate this point. In it Carmichael is pictured playing William Tell - or more properly, William Tell's son. An arrow's feathered tip can be seen protruding from his forehead scarely an inch below the apple. The caption reads, "Isn't that close enough?" If poor Carmichael were permitted a rejoinder, chances are he would point out that, at least from his vantage point, this is one of those sensitive situations requiring a higher order of precision. Such seems to be the reaction of teachers when labels are placed upon their professional heads indicating degrees of teaching competence.

The Utah Study

The Utah School Merit Study Committee undertook what is probably the most elaborate and thorough effort yet made to improve merit rating procedures in education. With generous financial support from the Utah State Legislature, the committee began its work in the spring of 1954. A friendly climate was selected. Study was carried on in three Utah school districts in which a large majority of the teachers had voted by secret ballot to participate in the program. More than thirty noted specialists from industry, education and government were brought in for assistance.

The group recognized the inadequacy of subjective trait rating devices. Careful procedures of study were followed in the development of well-defined, functional criteria for judging teaching behavior. Principals were given special training in methods of observing teachers and applying the criteria objectively.

However, as the rating devices were applied, teacher enthusiasm for the program began to wane. Two of the original three school districts dropped out because of insufficient teacher approval, and new districts were selected to replace them.

The committee recognized its responsibility to develop first a measuring instrument and a procedure sufficiently objective to permit valid measurement before instituting a program of merit pay. At last report no merit pay had yet been assigned on the basis of the evaluations. The final report of this project will be published soon. It may well make a significant contribution to the important task of defining desirable teaching in terms of specific observable behavior. One conclusion seems justified at this time. The successful rating of teacher merit is a highly complex, difficult process.

Accuracy Is Not Enough

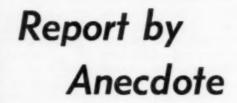
Ultimately the success of any effort to improve teaching must be judged on the basis of its effect upon the behavior of teachers. The evaluations of administrators are essential to the elimination of the unfit from teaching. Beyond that point, external judgments of a teacher's strengths and weaknesses are of value only to the extent that they can be accepted by the teacher. The worth of an administrator's evaluation of a teacher cannot be determined solely on the basis of some external standard of accuracy. Far more significant is the influence which the evaluation has upon that teacher.

It is pleasant to think of the human mind as a delicately balanced scale which quickly yields to accommodate new evidence on either side of an issue. The temptation is strong to adopt an over-simplified approach in human relations to match this simple concept. Unfortunately, everyday experience as well as psychological research demonstrates that when new information would force reorganization of one's most cherished self concepts (such

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UNESCO's Educational
Activities Abroad

By Kent Pillsbury



Top: Children and parents in an Egyptian village near Eirs El Layan.

Center: Children of 1st Elementary at Sabra School, Beirut,

Bottom: Children of 2nd Elementary refugee camp school at Kahn Danoon (near Damascus).

(Editor's Note: The author is a member of the college of education faculty at Arizona State University at Tempe. During the last school year, as winner of the annual international study award of Kappa Delta Pi, national educational society, he made an extensive examination of UNESCO'S educational activities abroad. (UNESCO — for the benefit of those of our readers who understandably get a little confused by the plethora of alphabetical agencies — stands for United Nations Economic, Scientific and Cultural Organization.) Doctor Pillsbury's travels took him to Egypt, Russia, Syria, Poland, England and other countries where UNESCO'S educational operations are going on. There follows a series of personal observations and experiences which the author appropriately describes as "a report by ancedote".

The UNESCO Arab States Fundamental Education Center has an experimental program in a village near Cairo. I visited the village and I was appalled.

"I have seen poverty," I said to the director. "I have seen it among the Apache and Hopi villages and out upon the Navajo reservation. Also among Mexican-Americans in Arizona, the migrant workers and among the Negroes in the southern United States and in the tenements of New York City. But never have I seen anything similar to this."

"It is poverty in squalor," he answered. "A squalor rooted in ignorance."

UNESCO adult education is a community educational program integrating many subjects. A teacher showed me a well that had been dug by the villagers after encouragement by UNESCO educators. The water was clean and good. But the women washed their clothing with the clean water and drank from the irrigation ditch.

"It is because the irrigation water produces green and fertile crops and the women value fertility above all else," the teacher explained. Then he added: "The old men drink the irrigation water, too."

Palestinian Arab Refugees

Patriotism prevails in all of the world's schools. But it is especially intense among the Palestinian Arab refugees. In the Arab refugee schools there is perpetuated a belief that the Palestinian Arabs will some day return to their homeland after driving the Jews into the sea.

Songs are sung and poems recited each day upon this theme. Pictures of the Egyptian leader, Colonel Gamal Nasser, as a liberator of Palestine are in every classroom of every refugee school except in Jordan. In all of the classrooms there is a map of Palestine showing in black — often marked by a red arrow — the land occupied by the Jews. The red arrow signifies that some day the Arabs will drive the Jews into the sea.

The Arabs fled from Palestine in 1948. In Damascus, Syria, I visited a classroom of girls (schools are segregated by sex in the Arab countries). It was a fifth grade and the girls were about 10 and 11 years of age. None had been born in Palestine or had seen it.

One of the girls sang for me. And while she sang, she cried. And while she was singing, I counted seven other little girls also weeping. This is the song:

"We are your men, O Gamal, we want to defeat the enemy.

O girl, go tell your mother, Palestine is turned to ruins

Are they not afraid of God to have thrown us like this over the sand?

The sad Palestine is crying, 'O Gamel

O Gamal, sharpen our swords and throw them in the midst of seas.'

We want our country Palestine, the native land of my relatives and friends.

Are they not afraid of God to have sold us for the cheapest dinar?"

Palestine is a precious Arab country,

The Arabs are a strong nation which does not accept humiliation,

The Jews are criminals who settled Palestine and expelled its inhabitants, We young Arabs shall always remember Palestine and shall expel the criminals out of it

Long live Palestine, and long live the Arabs."

European educators in the UNESCO program envy American education with its emphasis upon problemsolving and personality development. A curse of traditional Arab education is rote memorization. Memorized recitations dominate classwork. Examinations are given demanding an exact reproduction of the textbook. A youth's career can hinge upon memorization rather than realization. It is told that one youth failed to get a scholarship because he missed by two words exactly repeating a text's answer.

Children of Moscow

The children of Moscow are friendly. Always they spoke to me of peace between "our two great nations." I presumably was made an honorary member of the Young Pioneers in one classroom after another, for time and again I was decorated by pupils with their badges.

But the children are conditioned for a reversal in attitude by a propagandistic education. Among my Moscow friends is a renowned authority on language instruction in the U.S.S.R. Her name is Mrs. Tsvetkova, and she is co-author of a 1959 publication widely used by students preparing to be English language teachers. When I left Moscow she gave to me — as a parting gift — a book of folk tales for my daughter.

On page 180 of Mrs. Tsvetkova's book is a reading entitled "Korean Towns After American Occupation." It is a reproduction of a report of a North Korean Commission entitled "For a Lasting Peace, For a People's Democracy," dated August 3, 1951, and it reads:

"The Commission visiting Phyongyang, the temporary capital of the Korean People's Democratic Repub-

"Before the war Phyongyang had a population of 400,000. . . . The town is now a total ruin. Some of the modern buildings still stand in skeleton form. Many churches were destroyed and all of the city hospitals.

Turn to Page 20

School Girl in an Egyptian Village.



". . . Not all of the buildings were destroyed by bombing. Many of them were blown up or set on fire when the American troops retreated.

"(The Commission also visited the city of Nampho). The city had 20,000 buildings now practically destroyed. Of 26 schools only two can be used, and only one of many churches, a small one.

"The American occupation of Nampho lasted from

Dr. Kent Pillsbury, Kappa Delta Pi Award Winner



October 22 to December 5, 1950. During that time

many buildings were burned and all foodstuffs were destroyed. The Americans brutally killed 1,511 people, more than half of them women and children."

There are other provocative readings for the English-language students. There are quotations from William Z. Foster, a onetime chairman of the American Communist Party, and from Theodore Dreiser, an American author. In America their utterances — however critical of us — probably would cause little stir. But in the U.S.S.R. they can incite attitudes of enmity that could build into war.

Mrs. Tsvetkova has experienced great tragedy. She has seen many children die of starvation in her classroom. She tells of conditions during famines in the U.S.S.R. that are horrifying. She has seen the Nazis throw children alive into wells.

But her book is now instilling in other Russian teachers — and, through them, in Russian children — the kind of hate that can move people to commit the very same kind of brutalities that Mrs. Tsvetkova herself has witnessed. It can help lead to a war which would embroil my sons and the sons of millions of other fathers and mothers and, indeed, all of mankind.

Mrs. Tsvetkova is a kindly person — a gentle woman. She is elderly, somewhat near-sighted, heavy-set, grandmotherly. She was most courteous to me. She was interested in knowing about my daughter. But when I think of her textbook, I wonder at what she is doing to my sons.

Polish Youth

In Poland I attended a dance at the university in Warsaw. A thousand Polish youths were dancing madly to be-bop and rock-and-roll music. In the U.S.S.R. this would be heretical. Jazz is a bootlegged music in the U.S.S.R. It is regarded as an expression of the decadent capitalistic countries, chaotic and anarchical, not suitable for the orderly society that is Communism. But the Polish students do not know this or don't care. Many were outspoken and told me that there

were less than 5 per cent Communists among them. I attended a satire theater where youths openly criticized the collectivization programs and the housing situation. Seemingly the only taboo is criticism of the U.S.S.R. and foreign policy. There are U. S. foreign affairs experts, such as Stewart and Joseph Alsop, who do not believe that such freedom is compatible with Poland's socialization programs and predict violent revolts.

A Change of Mind

Generally educators are teaching today for international understanding without much comprehension of what it means. Many teachers vaguely believe that if children are taught about another country, it will lead to an appreciation of that country and its ways.

This may be the case. Or then again it may not.

I'm thinking of an incident that took place in an English girls' school. (The girls are segregated from the boys in England as in the Arab countries.) At this particular school an UNESCO program was under way to teach the girls about India. Before starting the study, they were given an attitude examination. Among the questions was one asking if they were prejudiced against marrying a person of another color, such as an Indian. More than 90 per cent answered, "No."

Then for the next five months they studied India and the status of Indian women. An Indian accompanied by his wife lectured to them. His wife stood diffidently aside while he explained to the British girls that many privileges which they enjoyed were not permitted Indian women.

At the conclusion of the course the UNESCO test was again given to determine if there were any changes in attitudes. And, indeed, there were. Asked if they were prejudiced against marrying a person of another color, such as an Indian, more than 90 per cent answered, "Yes!"

Arab boy in reading class at Karomeh Camp School in the Jordan Valley.



A Lesson in Americanism

In tribute to a gentleman and an American — Nicholas Petica — from your student — M. Buchanan

Americanism? I am an American. But a "foreigner" taught me how the heart feels about Americanism.

I was born in this Land of the Free — of parents who, also, were born in America. As a teacher, I had for long hours elucidated in my class on the favors and the privileges of our great country. To my students I had extolled the glorious grandeurs of our democracy.

And then — one day, a small dark man, a fellow teacher, who was born across the Atlantic, made me know that my talk was lip service. I understood and felt for the first time a deep revelation of what it means to proudly feel, "I am an American."

That day there was a film being shown to our eighth graders about Our Flag. This friend of mine stepped outside the room. Blithely I urged him to come in and get some patriotism.

I watched him. He gripped the handrail of the steps. His knuckles whitened with pressure. The sunlight came through an open window and revealed the muscles tensed around his lips. In his eyes! There I saw the story! A suspicion of tears struggled to escape.

I presume that he sensed my concern as he began to explain. In a voice — quiet and rich with dignity — he opened his heart and unfolded what it meant to be an American.

"When I was a boy in the old country, we lived in poverty, fear, and persecution. One Sunday morning I saw my grandfather murdered! He was a minister. He was dragged from his pulpit in front of his congregation. Uniformed soldiers from the adjoining province beat him to death.

"That night my mother and I fled. We traveled by darkness. By day we hid. For sustenance we munched on black bread.

"Finally — after aeons and aeons of time it seemed — we came to the border. Then after a long, long lapse of time and struggle and effort, we were on a ship headed for — America! America and freedom! America and opportunity! America — our goal!

"Huddled in steerage, I passed the days waiting — waiting — always fearful that something would prevent my reaching America.

"And then! There it was! The Statue of Liberty! This meant My America. In the distance I could see the torch silhouetted against the free sky of America. That day my life was born.

"I explained to the excited, bundled women in their babushkas that this — Statue of Liberty — was our saving!

"I arrived in America. I was welcomed. In the years that followed I learned the language. I was educated in the free public schools of this country. America fulfilled my dreams far beyond the highest of my hopes.

"Today I cannot view a picture of the Statue of Liberty without breaking down' with gratitude to this country to which I owe my life."

Silence ensued. He had finished his story. The sunlight played on the whitened knuckles as his hands gradually relaxed on the handrail. His voice softened. He smiled, a smile of pathos and pride — a memory of grief and joy — and he told me, "I am an American."

My friend has since passed away, but his spirit continues to glow. I never see the sunlight through an open window that I don't recall the frightened boy who fled through the darkness. I never see a picture of an American symbol that I don't see a picture of an immigrant boy pointing to the Statue of Liberty. I never hear patriotic music that I am not enveloped in a covering of appreciation for this land of ours.

Through the passing of years, time has not dimmed the lesson he taught me. I have striven to give those young students under my care in the classroom that same lesson of Americanism.

And to me there is a poignant realization when I say that this man taught me that the sweetest words in the English language are—

"I AM AN AMERICAN!"

Editor's note:

The spirit of Nicholas Petica glows in the hearts of all who knew and worked with him. His son, Ronald, is following in his father's footsteps at ASU. He was one of the AEA's 1959 Scholarship Award winners.

Nicholas Petica's son, Ronald





The Prinicipal And His Role In Educational Leadership

By C. A. Carson, Assistant Superintendent, Tucson Public Schools and NEA Director for Arizona

It was my privilege to have had a class in 1923 under the leadership of Dr. Elwood Cubberley. The title of the course was the same as the title chosen for this article, except that it restricted the principalship to that of the elementary school. In the course, Cubberley presented a new concept of the principalship. He considered the position to be one of educational leadership. In Tucson at that time elementary principals were appointed and were paid \$96 per year additional salary and the primary duty was to send in the attendance report at the end of each month and each year. The high school principalship was given somewhat more status in the school organization.

As the position of the principal has increased in status we should remember that the primary function of the principal as an educational leader is to provide a sound learning situation so that teachers may instruct and pupils may learn. We may divide the principal's duties into two aspects - general administration of the school and the supervision of the instructional program. Many of our present administrators were appointed on "hope for the best approach" and were not trained in the art of supervision. Administrative detail is important, but we must be careful that this phase of our work does not get all our attention and thought. The most important duty of the principal is the leadership provided in the improvement of the educational program. He must assume this position of leadership in his school, among faculty and students, and in the community.

The principal occupies a unique position in that he is much closer to the actual learning situation than any other administrator. We cannot expect all principals to be equally able to work in all fields for improvement in quality education. For that reason, most school districts provide some type of additional help and resources. It is the principal's responsibility to make known to teachers the sources available and urge them to make use of whatever aids are available.

Recognize Differences

One of the greatest responsibilities of the principal, or for that matter, any administrator, is to recognize the individual differences in teachers. We all know there are differences in the thirty students in the classroom and the teacher recognizing this will try to adjust the program to better meet the needs of the individuals. It is necessary for the teacher to create a climate or rapport with the class so that learning can take place. It is equally important that the principal assume the major responsibility of creating an environment where teachers can feel free to carry on the job of instruction.

Teachers, like the rest of us, vary in intelligence and educational background. We need to learn the strengths and weaknesses of each person in his training and in his ability to plan and understand the educational objectives of the school.

Personal attributes of the individual are not only very important but one of the most difficult for administrators to help the individual to improve. Among these I should like to mention personal appearance, vitality, and the capacity for selfanalysis. Closely associated with these are certain psychological factors such as emotional stability and sensitiveness. It is necessary that each person be emotionally stable and the administrator should always be on the alert for conditions, in or out of school, which tend to upset teachers.

In any school we have a great degree of variation in experience ranging all the way from the beginner to the tried traditionalist. We must work with the inexperienced and not allowed him to flounder in the first few months. We should use the experienced teacher wherever possible to aid other teachers, being careful that we do not give the impression that we feel the one person has the answer for all.

Teaching competence is the big criterion of successful teaching. Teachers must know the subject, the pupils, and the skills necessary to cause changes in the learning of the students. Principals will soon learn the weaknesses of the individuals

The Principal and His Role

and suggest ways in which deficiencies might be remedied.

Our own responsibility and attitude toward our profession is most important. As teachers we can mold public opinion either for or against the profession or the public schools. We should constantly strive to improve the professional spirit of all of us and seek to practice the Code of Ethics as adopted by the National Education Association. It is unfortunate when anyone in the profession criticizes to the public other employees or the schools. Teachers should be encouraged to make constructive criticisms and suggestions to the principal or other supervisors.

The principal must seek to improve his professional status. He must be a dedicated person, one with an ideal of service and with a vision of the educational objectives he would like to have his school attain. He must read not only current professional literature but keep himself informed of current happenings in other fields of activity.

Humility is one of the world's most respected attributes. The principal will do well to remember this when dealing with students, teachers, or parents. Sometimes it is necessary to make final decisions, but we should always be ready to change if our decision proves to be the wrong one.

Principals must be cheerful and optimistic and exhibit a high degree of patience and understanding sympathy with each person. All the people we work with are human beings, and we all have our problems. The principal must be ready to assist in the solution of these problems.

Enthusiasm on the part of the teacher is important for a successful classroom and on the part of the principal for a successful school. Enthusiasm is contagious.

We expect teachers to be loyal to their co-workers and administrators, and it is imperative that we practice that same loyalty to all our coworkers.

Above all, let us all be able to make as objective an analysis as possible of ourselves, seeking constantly to improve our weaknesses.

Let us all remember that the growth of the teacher and the growth of the educational leader complement each other. Better educational leaders complement each other. Better education of the pupils will be the result of working together, teachers and administrators, for the continuous improvement of the schools.



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Mike-

A Challenge To Our Teachers

By Matt Hanhila, Principal, Carl Hayden High School, Phoenix

The life of a high school principal is an interesting one. There occur problems in his daily work that run the gamut of human emotions. Some are funny, others are sad, and still others are nerve-wracking. Some problems disappoint the school administrator and sometimes he is thrilled.

I would like to relate the story of a freshman in our high school. In order not to draw undue attention to him I will call him "Mike."

Mike first came to my notice when he wrote me the following letter at the end of his eighth-grade year in school:

The Principal of Carl Hayden High School

3333 West Roosevelt Street Phoenix, Arizona

Dear Sir:

I will be attending your high school next year and I hope you will be so kind as to answer for me the following questions about your school.

- I have obtained my teacher's consent to take the advanced curriculum. I would like to know if, as a freshman, I will be able to take six subjects when I have my teacher's recommendation.
- 2. Can a student take laboratory science in his sophomore year?
- Will more advanced courses in laboratory science (such as Physics 3-4 or Chemistry 3-4) be giv-

- en within the next four years? If so, when?
- 4. Will analytic geometry and calculus be given to us within the next four years? If so, when?
- 5. What are the requirements for honor classes?
- 6. Could you give me a list of the textbooks, etc. of freshman subjects and their prices?

Thank you very much. Enclosed you will find a self-addressed envelope. Please send this information as soon as possible since it is urgently needed.

Respectfully yours, Mike

Of course, I answered him promptly. I gave him the information he desired and, in the hustle and bustle of opening school, promptly forgot hm.

He was brought to my attention again soon after school started by his counselor who remarked about his high scores on differential aptitude tests. I remembered my correspondence with him but again he slipped my mind.

Advanced In Algebra

About twelve weeks after school started, our assistant principal came to me and told me that Mike's math teacher wanted to advance him from freshman algebra to advanced algebra. My immediate reaction, having taught algebra for many years, was that Mike would not know his factoring and I so informed the assistant principal.

"I'd like to have you talk to him anyway," he said.

I agreed. Mike came into my of-



Hanhile

fice, carrying his brief case. He was a studious looking boy, fairly tall for a freshman, serious of demeanor, and very polite.

I kidded him about trying to get out of our most basic math because he could not do the work. Mike said nothing. I could see that my joke had fallen flat. I changed tactics. I told him that I felt that he would be too far behind in his work to be able to do advanced algebra. However, I informed him that I would give him a little exam to see how well he could do.

"Quickly, factor $x^3 - 1$," I requested.

He did. He missed a sign but, otherwise, it was done correctly.

"Now factor $x^4 - 16$," I suggested. He factored this completely.

"Now give me the quadratic formula," I demanded.

This he did without batting an eye.

Then I asked him to factor $12x^3 - 25x + 12$. He thought for a moment and then asked for a pencil and a piece of paper. He did it correctly.

Finally, I asked him to extract the square root of 1,002,001. He admitted that he did not remember how, but be quickly thumbed through his book and found the section which had illustrations of square root problems. He knew where to go for the answer.

This was delightful! I agreed to

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permit Mike to enroll in the advanced algebra class and also to take biology even though he was twelve weeks late. Mike was tops in both classes and during the spring he placed first in a statewide mathematics test for freshmen.

Mike has analyzed himself pretty well. One day his counselor asked him to serve on a panel for a program. He stopped in to see her and politely asked her what the program was. She informed him that it was a program of typical teen-agers. He quickly said, "I don't think you will want me. I am not a typical teen-ager."

And he is so right!

Mike's English teacher brought me a review he had written about a story which was assigned in his English class. The review would do credit to a professional critic. It was well written, analyzed the author's thinking very keenly, and his choice of vocabulary was excellent.

On graduation night, Mike came out early. He was seated right in the middle of the amphitheater by himself. One of our teachers walked by Mike and asked him why he was out so early.

"I came early," said Mike, "to find out what the valedictorian does."

You know, I have no doubt but that Mike will be our valedictorian when he graduates.

I have been in the school business for nearly thirty years. These boys, like Mike, come very rarely and it is a pleasure to have them. They present a challenge to the teachers and they are a joy to have around.

We will hear more of Mike. He is a rarity. Our schools and our society face a challenge. We must develop him to his fullest potential in order to reap the benefits of his keen intellect.

Incidents like these, and boys and girls like Mike, make a principal's life rewarding. There is no joy like discovering and developing and just knowing the "Mikes" in our public schools.

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Resolutions Passed By WCOTP At Its Meeting In Amsterdam, Holland August, 1960

This Assembly of Delegates of the World Confederation of Organizations of the Teaching Profession affirms that the right to live and to live a healthy life is a fundamental prerequisite to all other human rights. This right means not only the absence of disease or other handicaps but the enjoyment of a state of physical, mental and social well-being.

1. The teaching of health to all children, from nursery school upwards.

2. Increased cooperation in this field, among teachers, parents and health personnel.

3. Provision of health services to children at all times, including

4. School buildings planned "for the full development of the total program of the school

5. Classes small enough to permit the teacher to give attention to each child. Reasonable class sizes promote healthful living, it was

6. Elimination of excessive amounts of homework and less emphasis on tests, external, comprehensive year-end, thereby lessening pressure on the child.

7. Complete free medical service to every child of school age.

8. School meals for all children who need them.

9. Adequate training for teachers to enable them to discharge their responsibilities in regard to child health.

10. Safeguards for the health of the teacher himself, including sabbatical leaves, retirement pensions, adequate sick and maternity

WCOTP is composed of 105 national members and numerous associate members representing millions of teachers in 60 countries. Its purpose is to enable members of the teaching profession of all stages of education to exert an influence corresponding to the importance of their social function.

Where's the Money **Coming From?**

Money is the biggest problem facing this year's college-bound crop of juniors and seniors. Scholastic Magazine reports that only 35.5 per cent of those headed for college expect to have enough money of their own, or from family or friends. Four out of five count on part-time work; one out of four expects a scholarship; 7.6 per cent intend to borrow, and one out of four isn't sure what to do.

As for their parents, they know that college expenses for their child will run anywhere from \$875 (city college) to \$1,574 (private college) a year - but they haven't saved nearly enough to meet them. As a matter of fact, according to the Ford Foundation, the median amount saved last year by parents for college expenses was \$150. At this rate, it would take 10 years of savings to provide one year's college expense.

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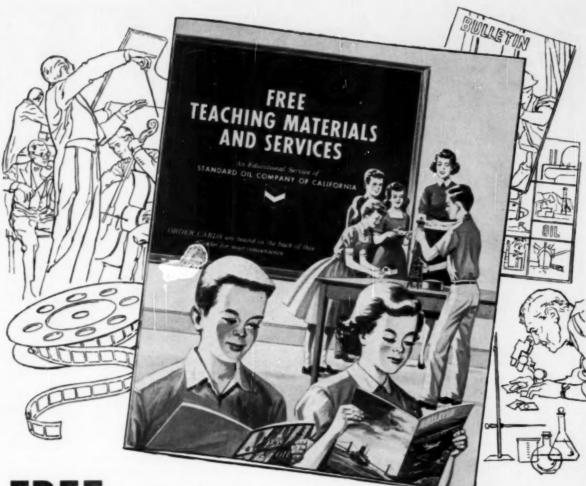
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Mrs. Mary Schall, first grade teacher at Arizona State University's Campus Laboratory School, demonstrates two reading approaches to Dr. John Barnes, Director of the ASU Bureau of Educational Research and Field Services.

The Phonics Dilemma

How much instruction in phonics do first graders really need?

Should vowels or consonants provide six-year-olds their principal phonetic cues to word recognition?

These are two of the questions which the Arizona State University Campus Laboratory School is attempting to answer through action research. This project is one of several research programs being carried on by the University as it provides continuing leadership through its Bureau of Educational Research and Services.

Three other examples of current research being conducted by the Bureau are these:

Washington District is engaged in a district-wide in-service program making excellent use of six ASU specialists in Arithmetic, Elementary School Science, Reading, Social Studies, Creativity, and Instructional Aids.

Payson Public Schools are participating in a year of general school consultancy with emphasis on planning for a complete new high school.

Kyrene has just completed a year's study involving two consultants and many teachers. Units of teaching, guides, and curriculums were prepared for potential drop-out students in the seventh and eighth grades.

Whether your school is large or small, think of Arizona State University as a source of research and service assistance — for school surveys, consultancy, or teacher development programs. Telephone or write John B. Barnes, Director, Bureau of Educational Research and Services.

ARIZONA STATE UNIVERSITY

TEMPE



About Our Authors

DR. IDA BELLE McGILL

Dr. Ida Belle McGill has been a teacher in Arizona since 1936. She is now Associate Professor of Education and Psychology at Arizona State College, Flagstaff, Arizona.

She received her BA from Drury College, Springfield, Missouri; her MA from Missouri University, Columbia, Missouri; and her Ed. D. from Teachers College, Columbia University.

DR. KENT PILLSBURY

Kent Pillsbury, now an associate professor of education at Arizona State University, received his AB degree from the University of California at Santa Barbara, his MA from the University of Oregon and his Ed. D. from Teachers College, Columbia University, in the Department of Philosophical Foundations of Education.

Dr. Pillsbury came to Arizona State University in 1957 and was appointed chairman of the Department of Higher Education and coordinator for the International Education Center.

Since 1958 he has been editor of the SRVCT News (Salt River Valley Classroom Teachers Association), which won an award from the NEA for service to teachers.

MRS. MARGUERITE BUCHANAN

Mrs. Marguerite Buchanan is a teacher in the Creighton School District. She is a graduate of Arizona State University and has devoted most of her working years to the schools of Arizona.

DR. ROY P. DOYLE

Roy P. Doyle is a native Arizonan. He received his bachelor's degree from Arizona State University in 1947 and his doctorate from Columbia University in 1957.

He began his professional career in 1947 as a teacher in the Madison School District. After serving as a supervisor and a principal in that district, he accepted his present position in 1959 as principal of the Campus Laboratory School at ASU.

Dr. Doyle is a member of the Arizona State Curriculum Commission and vice president of the Arizona Education Association. He served last year as chairman of the AEA Commission on Teacher Education and Professional Standards.

JOSEPH STOCKER

Joseph Stocker is the newly appointed public relations assistant for the Arizonal Education Association. Mr. Stocker, a graduate of the University of Oklahoma has lived in Phoenix since 1946. He served as editorial page editor for the Arizona

Times in Phoenix. Since 1949 he has free lanced for national magazines. His articles have appeared in some 90 different publications.

MATT HANHILA

Matt Hanhila is serving his fourth year as principal of Carl Hayden High School, Phoenix, Arizona. Preceding this assignment, Mr. Hanhila served as principal of South Mountain High School for four years.

He is a former superintendent of the Kingman Schools, a past president of the Arizona State High School Principals Association and a past president of the Arizona Association of School Administrators.

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IS IT ETHICAL . . . To judge a child before seeking out the reasons for his difficulties?



SUSAN, a fifth grader, listened attentively to the lessons on health. She answered correctly all the questions concerning the necessity for cleanliness of clothing and body. However, day by day, she appeared at school with unwashed hair, dirty fingernails, and an aroma that offended her classmates and her teacher. Subtle suggestions were ignored. Susan listened blandly to tactful remarks and appeared the next day unchanged in any respect.

At last the teacher, losing his patience completely one rainy day when the windows had to remain closed, said sharply, "Susan, if your mother can't or won't keep you clean, we shall have to wash you here. Doesn't she know that fifth grade girls have to look nice and be clean? What kind of home do you come from? If other children's parents take care of them, why can't yours?"

Susan answered quietly, "My mother died last September. Daddy can't get anyone to stay with us because no one wants to come to take care of seven kids."

AEA-NEA Code of Ethics — Second Principle: (2) Seek to establish friendly and cooperative relationships with the home in order to understand the child.



Photography Payola

The Professional Photographers of America, Inc., at its recent convention in Chicago, censured the practice of school officials and photographers who make under-the-table deals to obtain school photographic contracts.

The resolution declared that the photographers "condemn the giving of monies or other things of value for personal enrichment to individuals for the purpose of securing contracts, or for special treatment in connection with such operation. We consider such conduct unbecoming to a professional photographer and a violation of our Code of Ethics."

The resolution also asked school officials to take necessary action against members of their staffs who invite, encourage, or accept things of value for "having used their good offices to secure contracts for school photography."

Future School Administrators

Urging a drastic overhauling of university courses for the preparation of future school administrators, "Professional Administrators for America's Schools," the 1960 yearbook of the American Association of School Administrators, has taken a long look into the school superintendency.

The 310-page yearbook quotes salaries, average ages, educational backgrounds and recommendations for better school administration from the superintendents themselves.

Single copies are available for \$5 from the association, which is a department of the NEA, 1201 16th St., N.W., Washington 6, D. C.

OUR ADVERTISERS

Teacher Morale As The Teacher Sees It

Determining what factors affect teacher morale was the purpose of a survey conducted in 20 school systems by the Division of Surveys and Field Services of George Peabody College for Teachers and presented by its associate director, Henry Harap, in an article in the June issue of *The Nation's Schools*.

Asked to estimate morale on a scale of three steps, good, average and low and to suggest what could be done to improve morale, what their most pressing problems were and what they thought were their school system's strengths and weaknesses, the teachers surveyed brought to light the following results:

"The most significant fact revealed in the tabulation of the strengths of a school system was the importance that teachers attached to good administration.

"The status of morale in the 20 school systems studied varied from less than fair to very good, with the average midway between fair and good.

"The most frequent suggestion for the improvement of morale showed that a good salary scale and reasonably small classes were the most potent factors creating satisfaction.

"The chief focuses of discontent were: large classes, poor buildings, and lack of a rest period, particularly in the elementary schools.

Morale was slightly higher among teachers in the elementary schools than it was among teachers in the high schools.

"Class size was one of the most potent factors shaping the teacher's attitude toward the job.

"The administrator tended to overestimate the degree of morale among the teachers of his school system. He was not always aware of all conditions that determined the teachers' attitudes.

NEW TITLES

Atomic Energy

Hawaii

Alaska

Time Bees & Wasps

Life under the

Microscope

"Sharing in decision making, where it existed, was rated among

the strongest points in the school system and where sharing in policy making was neglected, morale was adversely affected.

"Morale was relatively lower in schools with poor administration.

"Poor housing was a cause of irritation and, conversely, a good building created satisfaction."

Mr. Harap also points out the survey revealed that "the lack of confidence in the board of education was a corroding influence on the morale of teachers."

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(From Page 13)

It would appear that religion in its highest and best sense is involved. At best, it is most difficult to comprehend the meaning of the good life. We wonder sometimes if, in spite of what we say about materialism, it doesn't have a death grip upon the world, or most of it.

Dr. P. A. Sorokin, in his Social and Cultural Dynamics, writes, "The sensate (materialistic) culture did its best in the way of degrading man to the level of mere reflex mechanism, a mere organism motivated by sex, a mere semi-mechanical, semi-physiological organism, devoid of any divine spark, of any absolute value, of anything sacred."

Dr. Albert Schweitzer says in his *Philosophy of Civilization*, "Suicide of civilization is in process. . . . Material achievements are not civilization, but become civilization only so far as the mental habit of civilized peoples is capable of allowing them to work towards the perfecting of the individual and the community."

Perhaps everyone should grab his boot straps and, if possible, look with Wordsworth's "inner eye" beyond what he has been seeing with his "emphirical eye."

Of course, all this amounts to is the folly of an "egg-head," according to Adolph Hitler's Nazi philosophy. The Nazis invented the term.

As soon as your
1960-1961 AEA-NEA dues
are paid you will have
\$25,000
On - the - Job
Liability Insurance
paid for by your AEA.

What Other States Are Doing . . .

During its 1960 session, the South Carolina legislature approved an average 12 percent increase in state aid for teacher salaries. State-supported institutions of higher learning were given additional funds to raise the salaries of their faculties by 6 percent and were allowed to increase tuition and fees to give additional pay boosts.

Mark Your Calendar

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STATE MEETINGS 1960

Nov. 6-12 - American Education Week Nov. 11 - Veterans' Day

Nov. 15 - NEA Pres. Clarice Kline will visit Yuma

Nov. 16 - NEA Pres. Clarice Kline in Tucson

Nov. 17 - NEA Pres. Clarice Kline in in Safford

Nov. 19 - AEA Tri-Conference

Nov. 24 - Thanksgiving

Dec. 28-30 — National Council of Teachers of Mathematics, Christmas Meeting, Tempe, Arizona

1961

Feb. 17-18 - AAAVED Meeting

Feb. 25-28 - Annual Spring Language Arts Conference, ASU.

March-1st Week-Public Schools Week March 9-10 - ASCD Spring Meeting

March 10-11 - Arizona Personal & Guidance Association Conference

March 18-19 — Delta Kappa Gamma State Convention, Tucson

March 23 — SNEA Convention, Flagstaff March 24 p.m.-25 — DCT Annual Meeting April 7-8 — AEA Delegate Assembly, Phoenix

April 16-22 - Nat'l Library Week

April 16-19 — NEA Instructional Conf., Tucson

April 20-22 — Southwest Regional Conference NEA Dept. of Classroom Teachers, Ramada Inn, Phoenix

NATIONAL MEETINGS 1960

November 15-19 — Council of Chief State School Officers, Annual Meeting, Santa Fe, New Mexico.

November 23-26 — National Council for the Social Studies, National Convention, Boston, Massachusetts.

Nov. 29-30 — NAASTA, Biltmore Hotel, Oklahoma City.

Dec. 11-15 - Field Service Conf. of NAASTA.

December 28-30 - Speech Association of America, Convention, St. Louis, Mis-

1961

January 28 - Division of Travel Service, NEA Educational Travel Fair, Chicago, fillinois.

February 11-15 — National Association of Secondary School Convention, Detroit, Michigan.

February 22-25 - American Educational Research Association, Annual Convention, Chicago, Illinois.

tion, Chicago, Illinois.

February 22-25 — American Association of Colleges for Teacher Meeting, Chicago, Illinois.

February 23-25 — United Business Education Association, National Convention, Chicago, Illinois.

February 25-28 — American Association of School Administrators, Regional Conference, San Francisco, California.

March 5-8 — Association for Higher Education, National Conference, Chicago, Illinois.

March 11-14 — America Association for School Administrators, Regional Meeting, St. Louis, Missouri.

March 12-16 — Association for Supervision and Curriculum Development, National Convention, Chicago, Illinois.

March 12-14 — National Council of Administrative Women in Education, National Meeting, St. Louis, Missouri.

March 18-22 — Department of Elementary School Principals, Annual Meeting, Atlantic City, New Jersey.

March 21-25 — National Women Deans and Counselors, National Convention, Denver, Colorado.

March 25-28 - AASA Regional Mtg., Phila.

March 25-29 — National Science Teachers Association, National Convention, Chicago, Illinois.

March 27-30 — American Personnel and Guidance Association Meeting, Denver, Colorado.

March 27-29 — American Association for Health, Physical Education and Recreation, Midwest District Convention, Miswaukee, Wisconsin.

June 25-30 - NEA Annual Convention, Atlantic City, New Jersey.

The Little Red Schoolhouse

Recently, the NEA Research Division conducted a national study of one-teacher schools. Here are some highlights from this study:

- Twenty per cent of the public schools in the United States were one-teacher schools in 1959. The teaching staff represented 2 per cent of all classroom teachers.
- Eighty per cent of all the oneteacher schools are located in 12 states.
- Nearly 400,000 children, 1.1 per cent of all children enrolled in public schools, are in one-teacher schools.
- An average work week for teachers in one-teacher schools is 54 hours.
- The median salary of teachers in one-teacher schools is \$2,923.
- A typical teacher in a one-teacher school is a woman who was reared in open country, is married, has two children, has taught school for 11 years, and is 45 years old
- Eighty-four per cent of the teachers have less than four years of college education.
- A typical one-teacher school building is 42 years old. About 23 per cent of all one-teacher schools were constructed before 1900.

NEA Research

Teachers Make A Hit

It's little things like this that make teachers feel understood and appreciated.

The letter came to AEA's public relations department and was signed by Mrs. Diane Froese, wife of Richard Froese, teacher at Phoenix' Carl Hayden High School. She enclosed a clipping from the Maryvale Sun. It was a story by her about our leadership conference at Flagstaff in August. She explained that she had been so impressed by the conference that she had written "a layman's report" on it for the paper, which serves the Maryvale area where the Froeses live.

"I am sending (the clipping) along to you and the AEA," wrote Mrs.

Froese, "as an indication of my appreciation of the opportunity to accompany my husband to the conference — originally as an escape from household and maternal duties for a few carefree days, but ultimately to gain a new respect for the teaching profession and an awakened interest in educational problems. As a layman, this experience has inspired me to support the schools through attendance at PTA and local school board meetings, and wherever else I may be of service—

if only to be informed."

We think you'll be interested too, in the last paragraph of Mrs. Froese's story in the Sun:

"The uniformity of high mental caliber, fine personal appearance and sincere dedication to better education among these teacher delegates was the layman's impression of this conference. In fact, the impression was so inspiring, it was decided immediately that Arizona's public school children are surely in dedicated, professional hands."

J.S.

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SUMMER SESSIONS ABROAD 1961

University of San Francisco GUADALAJARA, Mexico July 2-August 3 3240 includes tuition, board, room and activities.

VALENCIA. Spain July 30-August 1 Several plans to fit individual requirements from 8625 including tuition board and room, and activities, and ROUND TRIP BY PLANE, NEW YORK-MADRID-VALENCIA.

UNIVERSITY OF SAN FRANCISCO TOUR OF EUROPE July and Angust. A final class tour visiting 10 countries of Europe and Morocco (Africa). University credits optional. Conducted by Dr. Carlos Sanchez.

INFORMATION: DR. CARLOS SANCHEZ UNIVERSITY OF SAN FRANCISCO SAN FRANCISCO 17, CALIFORNIA

Merit Rating

(From Page 17)

as: I am a Republican, or a Protestant, or a good teacher), the mind behaves far more like a magnet clinging to some ideas and repelling others as though by polarity. Experience in the field of clinical psychology clearly demonstrates that there are techniques which facilitate the recognition and acceptance of such conflict-producing ideas.

The point is not that principals should imitate clinical psychologists but merely that there is much which they have learned from this discipline as well as from their own experience that must not be ignored.

The principal, or other school administrator who supervises instruction, usually recognizes that his judgments are based upon a limited sample of the teacher's total performance. Some of these judgments rest upon abundant evidence; others are little more than hypotheses about what might be done to improve a teacher's effectiveness. When the administrator transmutes these judgments into exact scores, producing an apparent accuracy which is largely artificial, he imposes a pattern of rigidity which is frequently reflected in the teacher's reaction. A poor climate for improvement is created when the teacher's need for defense exceeds his need to search for weaknesses.

A Challenge For the Profession

School administrators seem to feel that they are most effective in helping teachers when they discuss with them in a less formal manner the specific ways in which they might improve their teaching. This feeling stems not so much from philosophic considerations or the interpretation of psychological research as from empirical evidence growing out of everyday experience. More careful research is needed in this area. It might point up ways that administrators can sharpen their skills and procedures without sacrifice to the kind of relationship which is vital to

Teachers through their own professional organization must spearhead the assault on this problem of improving professional competence. If merit rating does not appear to be the most fruitful course of exploration, and there is considerable evidence that it is not, then some more promising approach must become the object of our intensive study. There are schools in Arizona in which teachers rate themselves on a check-list that they help to develop. In conference they compare these self-evaluations with the judgments of their principal. Together the teacher and his principal explore ways to improve. No labels are attached and no bonuses paid. Possibly within this more flexible framework lies greater hope for professional growth. Whatever the course. teachers must exert positive leadership if our calling is to stand the sternest test of a mature profession.

Grants for Teachers

Ford Foundation announced on August 1, 1960, a series of grants totaling \$2,355,000 to 14 institutions of higher learning, for the improvement of college teachers. On the same day they also announced three new grants totaling \$561,000 in an ongoing program aimed at a breakthrough in the preparation of elementary and secondary school teachers. These three grants were made to Miami University, Oxford, Ohio; Webster College and Yale University.

The 14 universities that received grants under the series for collegeteacher preparations are:

Brown University, \$262,000; University of California (Santa Barbara), \$128,000; University of Cincinnati, \$161,000; Indiana University, \$184,000; State University of Iowa, \$75,000; Kansas State University, \$165,000; University of Missouri, \$210,000; University of New Hampshire, \$136,000; New York University, \$98,000; University of North Carolina (Women's College), \$64,000; St. Louis University, \$215,000; Stanford University, \$202,000; Tufts University, \$195,000; University of Washington, \$260,000.

North Central Association's Revisions

New Criterions

A revision of the policies and criterions used by the North Central Association of Colleges and Secondary Schools as the basis for accrediting schools has recently been announced.

Some of the major changes:

Teaching loads. — The ratio of pupils to teachers and other professional staff members of the high school shall not exceed 27 to 1. The total pupil load for a teacher shall not exceed 170 pupils per day, except in certain activity-type classes such as typewriting, physical education, and music.

Preparation in teaching fields. — Teachers shall be assigned only to those subjects in which they have at least 18 semester hours of preparation.

Adequacy of library collections. — A minimum collection of 1,200 books, exclusive of high-school textbooks, or at least seven books per pupil enrolled, whichever is larger, shall be provided in the library until a school's enrollment reaches 500. For each pupil from 500 to 2,000 enrolled, at least four additional books shall be provided. And at least three additional books per pupil shall be provided for each pupil above 2,000.

Library expenditures. — After the library is provided with a minimum collection, the annual expenditures for books and magazines exclusive of textbooks and audio-visual materials shall be \$2.50 per pupil for the first 200 pupils, but not less than \$400; \$1.50 per pupil for the next 300 pupils; and \$.75 per pupil for each pupil above 500 enrolled.

Length of school year. — The length of the school year shall be at least 180 days, with classes actually in session 175 days.

Graduation requirements. — Four-year senior-high schools shall require a minimum of 16 units, or 100 semester hours, for graduation.

Pupil load. — The number of courses and activities which the pupil carries each year shall be determined on the basis of his needs and capacity. In some cases, pupils may be allowed to graduate in less than the time recommended (four years), provided that sound guidance procedures have been followed.

New Los Angeles Program

A Specialist-Teacher Program, probably the first in American educational history where a public-school system has assumed a share of the responsibility of training its own teachers, started this fall in Los Angeles, Calif.

Called one of the nation's most significant steps in teacher-training, the program got under way in September when 51 embryo Specialist Teachers went to work

as paid teacher-assistants in 10 Los Angeles public high schools, at the same time being graduate students on their way to masters' degrees at the University of Southern California.

Both the Los Angeles school system and the University of Southern California are partners in the program. The program also has received \$660,000 support from the Ford Foundation.

The program not only is designed to train teachers as they work at teaching, it will assure them of full-time teaching positions in the city school system. It is expected that in the next five years the Specialist Teacher Program will train and see assimilated into the Los Angeles system approximately 250 of these special teachers.

"The program portends a new relationship between public-school systems and colleges and universities," states Irving R. Melbo, dean of the USC school of education. "At the same time, the program will advance teacher-preparatory standards by a full year."

Yours for the Asking ...

Through this column you can find many educational materials and teaching aids that are not available elsewhere. In ordering the material, please fill out the coupon completely and print your name and address. No requests from children, please.

65. Folders on Summer Sessions at Guadalajara, Mexico and Valencia, Spain and the itineraries of Tours of Europe for 1961. University of San Francisco Extension. (Dr. Carlos G. Sanchez)

70. Maps. Reprint of 4-page unit in color, "Maps, An Action Program with world Book Encyclopedia!"

 Literature with information about the Mason Protected Fund Raising plans for schools and school groups. (Mason Candies, Inc.)

14. Request Card for copy of 1960-61 Standard School Broadcast Teacher's Manual. The 33rd Annual Series of the Standard School Broadcast on the air a half-hour weekly from October 13, 1960, to May 4, 1961, is titled, "Music — Passport to the World." This series of programs comprises the first half of a two-year radio course, for the school years 1960-61 and 1961-62. Each of the 52 broadcast takes listeners "on wings of song" to a different city, country or other region, by means of carefully selected music correlated with scripts telling of the geography, history, legends, literature, arts, crafts and everyday lives of its people. (Standard Oil of California)

18 Cotton - Nature's Wonder Fiber. Notes about a 27 minute color film, which tells the story of modern cotton and ex-

plains how the film may be secured without cost. (National Cotton Council)

22. Good Books for Children is a catalog of supplimentary books for use in the elementary grades. The books are classified as to subject and show the reading and interest levels of each book. (Benefic Press)

42. Career Reports is an unusual series of motion pictures created to fill a serious visual gap 'in the average high school vocational guidance program. It is specifically designed to help those seniors who are not able to go to college. Vocations described by the films (Auto Mechanics, Armed Services, Construction, Electronics, etc.) are those which ordinarily do not require a college diploma as a prerequisite. Each motion picture objectively describes a specific occupation, explaining advantages and disadvantages in an up-to-date, interesting and lively format. Send for complete lists of titles, supplementary information and order blank. (Dept. of the Army)

 Pamphlets describing organized phonetic instruction for kindergarten, primary and remedial levels. (Phonovisual Products, Inc.)

44. Brochure on a different kind of tour through Europe and a corner of Africa. Describes itinerary and gives costs for 20 countries in 70 days, summer 1961. (Europe Summer Tours)

53. Brochert-McGuigan Rand McNally Georgraphy Series Brief describes a completely new approach to geography and lists themes for the teacher of geography today. (Rand McNally)

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Clippings,

Quips and Quotes

from

The Editor's Desk

Fellowship Program

Seventy-five John Hay Fellowships for 1961-62 are available to senior high school teachers in Arizona and 19 other states. Awards are for study in the humanities at one of the following universities: California, Chicago, Columbia, Harvard, Northwestern and Yale. Winners will receive stipends equal to their salaries and travel expenses. Tuition and a health fee will be paid.

Applicants should have at least five years of high school teaching experience and be not more than fifty years old. Teachers in the humanities areas of language, literature, history, music and the fine arts as well as other subjects are invited to apply.

Interested teachers should write Dr. Charles R. Keller, Director, John Hay Fellows Program, 9 Rockefeller Plaza, New York 20, New York. The application deadline is December 1, 1960.

Crime Increase

FBI Director J. Edgar Hoover told (March 16) of an "alarming" seven per cent rise in crimes against persons in our nation's larger cities. He cited a report on crimes in 1958 compared to 1959. Detention of juveniles — under 18 — rose five per cent.

In cities of more than 25,000 population, aggravated assaults increased seven per cent, murders rose five per cent, and cases of rape four per cent. Auto thefts rose two per cent, but there was a four per cent drop in robberies.

Teaching and 17 Other Professions

Doctor, lawyer, merchant, chief — the people in the old nursery rhyme have one thing in common. On the average they all earn more than schoolteachers.

And so as a matter of fact, does the typical architect, chemist, clergyman, dentist, dietitian, engineer, forester, librarian, optometrist, welfare worker, social scientist, and veterinarian — all of these drawn from a list of some 17 professions requiring a college education.

The average earnings of teachers for

1958 were \$5,059; for the 17 other professions, \$10,697. These new figures were prepared by the Research Division of the National Education Association from a study made by the U. S. Census Bureau.

The findings, summarized in a booklet called "The Economic Status of Teachers," published by NEA, show that the earnings of teachers were less than half (47.3 per cent) of those in the other professions. The figures do not include in either group the casual and partially prepared worker. They are for people who worked at least 27 weeks in 1958, who earned at least \$1,500, and who had completed at least four years of college.

The NEA concludes that in the last 15 years, there has been no major shift in teachers' salaries away from the earning level of blue-collar workers and toward the earning level of professional groups.

Booklets Available

Five more booklets in the academically talented series are in various stages of preparation, expected to be available before the end of the year. They deal with research, art and music, business education, elementary education, and guidance. Information on these and booklets previously published in the same series — math, science, English, social studies, administration, and a summary of past research — may be obtained from the NEA Project on the Academically Talented Student, 1201 16th Street, N. W., Washington 6, D. C., prices vary.

LEADERSHIP has many definitions. In motion pictures, a leader is a length of black film; in nautical terms, it is a block of hard wood. In printing, a row of dots or hyphens. In engineering, a hot air pipe. In fishing, a short length of transparent fiber. In horticulture, the top-most branch in a tree. In merchandising, an article sold at a reduced price to attract customers. In agriculture, a horse placed at the head of a team. In education, a leader is one who guides or shows the way, one who is followed by others because of his conduct, opinions, and understanding. He is the front person in an advancing body. - Joe Chandler, speaking at NASSTA workshop, June, 1959



Puzzler

The executive secretary of the National Education Association, William G. Carr, poses a question: "Why must highways be built with current funds while schools must be built with borrowed funds?"

Mexican Bull Fight

A Texan went to his first Mexican bullfight and watched the performance with heightened interest. The fight reached the stage where the matador, armed only with his cape, was taunting the bull to charge him. As the bull charged, he flicked his cape to the side and the bull charged by, missing him by inches as the crowd yelled.

After the matador had done this several times, the Texan, excited leaned over his box and shouted:

"Buddy, he ain't never going to run into that sack unless you hold it still."

Outdoor Reading

One cold day after school little Linda was sitting on her front porch reading a book. When her mother asked her why she didn't go inside and read, Linda answered, "My teacher said this was an outside reading book."

Rich Principal

We can't publish his name, but we've just heard about the principal who started poor 30 years ago and has retired with \$1,000,000 cash in the bank. This was possible through industry, economy, conscientious effort, indomitable preserverance and the death of his uncle who left him \$999,999.

Small Cars

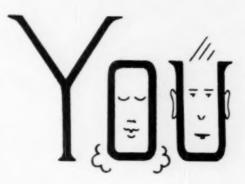
"Doctor," the owner of a great Dane dog told the vet, "you've got to do something. My dog does nothing but chase small foreign cars."

"Well, that's only natural. Most dogs

"Yes," the man agreed, "but my dog catches them and buries them in the back yard."

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